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2016 □ 6 □

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Passage One

Questions 46 to 50 are based on the following passage.

Attitudes toward new technologies often fall along generational lines. That is, generally, younger people tend to outnumber older people on the front end of a technological shift.

It is not always the case, though. When you look at attitudes toward driverless cars, there doesn't seem to be a clear generational divide. The public overall is split on whether they'd like to use a driverless car. In a study last year, of all people surveyed, 48 percent said they wanted to ride in one, while 50 percent did not.

The fact that attitudes toward self-driving cars appear to be so steady across generations suggests how transformative the shift to driverless cars could be. Not everyone wants a driverless car now - and no one can get one yet - but among those who are open to them, every age group is similarly engaged.

Actually, this isn't surprising. Whereas older generations are sometimes reluctant to adopt new technologies, driverless cars promise real value to these age groups in particular. Older adults, especially those with limited mobility or difficulty driving on their own, are one of the classic use cases for driverless cars.

This is especially interesting when you consider that younger people are generally more interested in travel-related technologies than older ones.

When it comes to driverless cars, differences in attitude are more pronounced based on factors not related to age. College graduates, for example, are particularly interested in driverless cars compared with those who have less education: 59 percent of college graduates said they would like to use a driverless car compared with 38 percent of those with a high-school diploma or less.

Where a person lives matters, too. More people who lived in cities and suburbs said they wanted to try driverless cars than those who lived in rural areas.

While there's reason to believe that interest in self-driving cars is going up across the board, a person's age will have little to do with how self-driving cars can become mainstream. Once driverless cars are actually available for sale, the early adopters will be the people who can afford to buy them.

46. What happens when a new technology emerges?

- A) It further widens the gap between the old and the young.
- B) It often leads to innovations in other related fields.
- C) It contributes greatly to the advance of society as a whole.
- D) It usually draws different reactions from different age groups.

47. What does the author say about the driverless car?

- A) It does not seem to create a generational divide.
- B) It will not necessarily reduce road accidents.
- C) It may start a revolution in the car industry.
- D) It has given rise to unrealistic expectations.

48. Why does the driverless car appeal to some old people?

- A) It saves their energy. B) It helps with their mobility.
- C) It adds to the safety of their travel. D) It stirs up their interest in life.

49. What is likely to affect one's attitude toward the driverless car?

- A) The location of their residence. B) The field of their special interest.
- C) The amount of training they received. D) The length of their driving experience.

50. Who are likely to be the first to buy the driverless car?

- A) The seniors. B) The educated. C) The wealthy. D) The tech fans.

Passage Two

Questions 51 to 55 are based on the following passage.

In agrarian(农业), pre-industrial Europe, "you'd want to wake up early, start working with the sunrise, have a break to have the largest meal, and then you'd go back to work," says Ken Albala, a professor of history at the University of the Pacific. "Later, at 5 or 6, you'd have a smaller supper."

This comfortable cycle, in which the rhythms of the day helped shape the rhythms of the meals, gave rise to the custom of the large midday meal, eaten with the extended family. "Meals are the foundation of the family," says Carole Counihan, a professor at Millersville University in Pennsylvania, "so there was a very important interconnection between eating together" and strengthening family ties.

Since industrialization, maintaining such a slow cultural metabolism has been much harder, with the long midday meal shrinking to whatever could be stuffed into a lunch bucket or bought at a food stand. Certainly, there were benefits. Modern techniques for producing and shipping food led to greater

variety and quantity, including a tremendous increase in the amount of animal protein and dairy' products available, making us more vigorous than our ancestors.

Yet plenty has been lost too, even in cultures that still live to eat. Take Italy. It's no secret that the Mediterranean diet is healthy, but it was also a joy to prepare and eat. Italians, says Counihan, traditionally began the day with a small meal. The big meal came at around 1 p.m. In between the midday meal and a late, smaller dinner came a small snack. Today, when time zones have less and less meaning, there is little tolerance for offices' closing for lunch, and worsening traffic in cities means workers can't make it home and back fast enough anyway. So the formerly small supper after sundown becomes the big meal of the day, the only one at which the family has a chance to get together. "The evening meal carries the full burden that used to be spread over two meals," says Counihan.

51. What do we learn from the passage about people in pre-industrial Europe?

- A) They had to work from early morning till late at night.
- B) They were so busy working that they only ate simple meals.
- C) Their daily routine followed the rhythm of the natural cycle.
- D) Their life was much more comfortable than that of today.

52. What does Professor Carole Counihan say about pre-industrial European families eating meals together?

- A) It was helpful to maintaining a nation's tradition.
- B) It brought family members closer to each other.
- C) It was characteristic of the agrarian culture.
- D) It enabled families to save a lot of money.

53. What does "cultural metabolism" (Line 1, Para. 3) refer to?

- A) Evolutionary adaptation. B) Changes in lifestyle. C) Social progress. D) Pace of life.

54. What does the author think of the food people eat today?

- A) Its quality is usually guaranteed. B) It is varied, abundant and nutritious.
- C) It is more costly than what our ancestors ate.
- D) Its production depends too much on technology.

55. What does the author say about Italians of the old days?

- A) They enjoyed cooking as well as eating. B) They ate a big dinner late in the evening.
- C) They ate three meals regularly every day. D) They were expert at cooking meals.

Passage One

Questions 46 to 50 are based on the following passage.

As Artificial Intelligence (AI) becomes increasingly sophisticated, there are growing concerns that robots could become a threat. This danger can be avoided, according to computer science professor Stuart Russell, if we figure out how to turn human values into a programmable code.

Russell argues that as robots take on more complicated tasks, it's necessary to translate our morals into AI language.

For example, if a robot does chores around the house, you wouldn't want it to put the pet cat in the oven to make dinner for the hungry children. "You would want that robot preloaded with a good set of values," said Russell.

Some robots are already programmed with basic human values. For example, mobile robots have been programmed to keep a comfortable distance from humans. Obviously there are cultural differences, but if you were talking to another person and they came up close in your personal space, you wouldn't think that's the kind of thing a properly brought-up person would do.

It will be possible to create more sophisticated moral machines, if only we can find a way to set out human values as clear rules.

Robots could also learn values from drawing patterns from large sets of data on human behavior. They are dangerous only if programmers are careless.

The biggest concern with robots going against human values is that human beings fail to do sufficient testing and they've produced a system that will break some kind of taboo(□□).

One simple check would be to program a robot to check the correct course of action with a human when presented with an unusual situation.

If the robot is unsure whether an animal is suitable for the microwave, it has the opportunity to stop, send out beeps(□□□), and ask for directions from a human. If we humans aren't quite sure about a decision we go and ask somebody else.

The most difficult step in programming values will be deciding exactly what we believe in moral, and how to create a set of ethical rules. But if we come up with an answer, robots could be good for humanity.

46. What does the author say about the threat of robots?

- A) It may constitute a challenge to computer programmers.
- B) It accompanies all machinery involving high technology.

- C) It can be avoided if human values are translated into their language.
D) It has become an inevitable peril as technology gets more sophisticated.
47. What would we think of a person who invades our personal space according to the author?
A) They are aggressive. B) They are outgoing. C) They are ignorant. D) They are ill-bred.
48. How do robots learn human values?
A) By interacting with humans in everyday life situations.
B) By following the daily routines of civilized human beings.
C) By picking up patterns from massive data on human behavior.
D) By imitating the behavior of properly brought-up human beings.
49. What will a well-programmed robot do when facing an unusual situation?
A) Keep a distance from possible dangers. B) Stop to seek advice from a human being.
C) Trigger its built-in alarm system at once. D) Do sufficient testing before taking action.
50. What is most difficult to do when we turn human values into a programmable code?
A) Determine what is moral and ethical. B) Design some large-scale experiments.
C) Set rules for man-machine interaction. D) Develop a more sophisticated program.

Passage Two

Questions 51 to 55 are based on the following passage.

Why do some people live to be older than others? You know the standard explanations: keeping a moderate diet, engaging in regular exercise, etc. But what effect does your personality have on your longevity(长寿)? Do some kinds of personalities lead to longer lives? A new study in the Journal of the American Geriatrics Society looked at this question by examining the personality characteristics of 246 children of people who had lived to be at least 100.

The study shows that those living the longest are more outgoing, more active and less neurotic(神经质的) than other people. Long-living women are also more likely to be sympathetic and cooperative than women with a normal life span. These findings are in agreement with what you would expect from the evolutionary theory: those who like to make friends and help others can gather enough resources to make it through tough times.

Interestingly, however, other characteristics that you might consider advantageous had no impact on whether study participants were likely to live

longer. Those who were more self-disciplined, for instance, were no more likely to live to be very old. Also, being open to new ideas had no relationship to long life, which might explain all those bad-tempered old people who are fixed in their ways.

Whether you can successfully change your personality as an adult is the subject of a longstanding psychological debate. But the new paper suggests that if you want long life, you should strive to be as outgoing as possible.

Unfortunately, another recent study shows that your mother's personality may also help determine your longevity. That study looked at nearly 28,000 Norwegian mothers and found that those moms who were more anxious, depressed and angry were more likely to feed their kids unhealthy diets. Patterns of childhood eating can be hard to break when we're adults, which may mean that kids of depressed moms end up dying younger.

Personality isn't destiny(命运), and everyone knows that individuals can learn to change. But both studies show that long life isn't just a matter of your physical health but of your mental health.

51. The aim of the study in the Journal of the American Geriatrics Society is _____.

- A) to see whether people's personality affects their life span
- B) to find out if one's lifestyle has any effect on their health
- C) to investigate the role of exercise in living a long life
- D) to examine all the factors contributing to longevity

52. What does the author imply about outgoing and sympathetic people?

- A) They have a good understanding of evolution.
- B) They are better at negotiating an agreement.
- C) They generally appear more resourceful.
- D) They are more likely to get over hardship.

53. What finding of the study might prove somewhat out of our expectation?

- A) Easy-going people can also live a relatively long life.
- B) Personality characteristics that prove advantageous actually vary with times.
- C) Such personality characteristics as self-discipline have no effect on longevity.
- D) Readiness to accept new ideas helps one enjoy longevity.

54. What does the recent study of Norwegian mothers show?

- A) Children's personality characteristics are invariably determined by their mothers.
- B) People with unhealthy eating habits are likely to die sooner.
- C) Mothers' influence on children may last longer than fathers'.
- D) Mothers' negative personality characteristics may affect their children's life spans.

55. What can we learn from the findings of the two new studies?

- A) Anxiety and depression more often than not cut short one's life span.
- B) Longevity results from a combination of mental and physical health.

- C) Personality plays a decisive role in how healthy one is.
- D) Health is in large part related to one's lifestyle.

□□□

Passage One

Questions 46 to 50 are based on the following passage.

Declining mental function is often seen as a problem of old age, but certain aspects of brain function actually begin their decline in young adulthood, a new study suggests.

The study, which followed more than 2,000 healthy adults between the ages of 18 and 60, found that certain mental functions - including measures of abstract reasoning, mental speed and puzzle-solving - started to dull as early as age 27.

Dips in memory, meanwhile, generally became apparent around age 37.

On the other hand, indicators of a person's accumulated knowledge - like performance on tests of vocabulary and general knowledge - kept improving with age, according to findings published in the journal *Neurobiology of Aging*.

The results do not mean that young adults need to start worrying about their memories. Most people's minds function at a high level even in their later years, according to researcher Timothy Salthouse.

"These patterns suggest that some types of mental flexibility decrease relatively early in adulthood, but that the amount of knowledge one has, and the effectiveness of integrating it with one's abilities, may increase throughout all of adulthood if there are no diseases," Salthouse said in a news release.

The study included healthy, educated adults who took standard tests of memory, reasoning and perception at the outset and at some point over the next seven years.

The tests are designed to detect subtle(□□□) changes in mental function, and involve solving puzzles, recalling words and details from stories, and identifying patterns in collections of letters and symbols.

In general, Salthouse and his colleagues found, certain aspects of cognition(□□□□) generally started to decline in the late 20s to 30s.

The findings shed light on normal age-related changes in mental function, which could aid in understanding the process of dementia(□□), according to the researchers.

"By following individuals over time," Salthouse said, "we gain insight in

cognition changes, and may possibly discover ways to slow the rate of decline."

The researchers are currently analyzing the study participants' health and lifestyle to see which factors might influence age-related cognitive changes.

46. What is the common view of mental function?

- A) It varies from person to person. B) It weakens in one's later years.
- C) It gradually expands with age. D) It indicates one's health condition.

47. What does the new study find about mental functions?

- A) Some diseases inevitably lead to their decline.
- B) They reach a peak at the age of 20 for most people.
- C) They are closely related to physical and mental exercise.
- D) Some of them begin to decline when people are still young.

48. What does Timothy Salthouse say about people's minds in most cases?

- A) They tend to decline in people's later years. B) Their flexibility determines one's abilities.
- C) They function quite well even in old age. D) Their functioning is still a puzzle to be solved.

49. Although people's minds may function less flexibly as they age, they _____.

- A) may be better at solving puzzles B) can memorize things with more ease
- C) may have greater facility in abstract reasoning
- D) can put what they have learnt into more effective use

50. According to Salthouse, their study may help us _____.

- A) find ways to slow down our mental decline B) find ways to boost our memories
- C) understand the complex process of mental functioning
- D) understand the relation between physical and mental health

Passage Two

Questions 51 to 55 are based on the following passage.

The most important thing in the news last week was the rising discussion in Nashville about the educational needs of children. The shorthand(简写) educators use for this is "pre-K" - meaning instruction before kindergarten - and the big idea is to prepare 4-year-olds and even younger kids to be ready to succeed on their K-12 journey.

But it gets complicated. The concept has multiple forms, and scholars and policymakers argue about the shape, scope and cost of the ideal program.

The federal Head Start program, launched 50 years ago, has served more than 30 million children. It was based on concepts developed at Vanderbilt University's Peabody College by Susan Gray, the legendary pioneer in early

childhood education research.

A new Peabody study of the Tennessee Voluntary Pre-K program reports that pre-K works, but the gains are not sustained through the third grade. It seems to me this highlights quality issues in elementary schools more than pre-K, and indicates longer-term success (must connect pre-K with all the other issues related to educating a child).

Pre-K is controversial. Some critics say it is a luxury and shouldn't be free to families able to pay. Pre-K advocates insist it is proven and will succeed if integrated with the rest of the child's schooling. I lean toward the latter view.

This is, in any case, the right conversation to be having now as Mayor Megan Barry takes office. She was the first candidate to speak out for strong pre-K programming. The important thing is for all of us to keep in mind the real goal and the longer, bigger picture.

The weight of the evidence is on the side of pre-K that early intervention(□ □) works. What government has not yet found is the political will to put that understanding into full practice with a sequence of smart schooling that provides the early foundation.

For this purpose, our schools need both the talent and the organization to educate each child who arrives at the schoolhouse door. Some show up ready, but many do not at this critical time when young brains are developing rapidly.

51. What does the author say about pre-kindergarten education?

- A) It should cater to the needs of individual children.
- B) It is essential to a person's future academic success.
- C) Scholars and policymakers have different opinions about it.
- D) Parents regard it as the first phase of children's development.

52. What does the new Peabody study find?

- A) Pre-K achievements usually do not last long.
- B) The third grade marks a new phase of learning.
- C) The third grade is critical to children's development.
- D) Quality has not been the top concern of pre-K programs.

53. When does the author think pre-K works the best?

- A) When it is accessible to kids of all families.
- B) When it is made part of kids' education.
- C) When it is no longer considered a luxury.
- D) When it is made fun and enjoyable to kids.

54. What do we learn about Mayor Megan Barry?

- A) She knows the real goal of education.
- B) She is a mayor of insight and vision.
- C) She has once run a pre-K program.
- D) She is a firm supporter of pre-K.

55. What does the author think is critical to kids' education?

- A) Teaching method.
- B) Kids' interest.
- C) Early intervention.
- D) Parents' involvement.

2016 □ 12 □

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Passage One

Questions 46 to 50 are based on the following passage.

As a person who writes about food and drink for a living, I couldn't tell you the first thing about Bill Perry or whether the beers he sells are that great. But I can tell you that I like this guy. That's because he plans to ban tipping in favor of paying his servers an actual living wage.

I hate tipping.

I hate it because it's an obligation disguised as an option. I hate it for the post-dinner math it requires of me. But mostly, I hate tipping because I believe I would be in a better place if pay decisions regarding employees were simply left up to their employers, as is the custom in virtually every other industry.

Most of you probably think that you hate tipping, too. Research suggests otherwise. You actually love tipping! You like to feel that you have a voice in how much money your server makes. No matter how the math works out, you persistently view restaurants with voluntary tipping systems as being a better value, which makes it extremely difficult for restaurants and bars to do away with the tipping system.

One argument that you tend to hear a lot from the pro-tipping crowd seems logical enough: the service is better when waiters depend on tips, presumably because they see a benefit to successfully veiling their contempt for you. Well, if this were true, we would all be slipping a few 100-dollar bills to our doctors on the way out their doors, too. But as it turns out, waiters see only a tiny bump in tips when they do an exceptional job compared to a passable one. Waiters, keen observers of humanity that they are, are catching on to this; in one poll, a full 30% said they didn't believe the job they did had any impact on the tips they received.

So come on, folks: get on board with ditching the outdated tip system. Pay a little more upfront for your beer or burger. Support Bill Perry's pub, and any other bar or restaurant that doesn't ask you to do drunken math.

46. What can we learn about Bill Perry from the passage?

- A. He runs a pub that serves excellent beer.
 - B. He intends to get rid of the tipping practice.
 - C. He gives his staff a considerable sum for tips.
 - D. He lives comfortably without getting any tips.
47. What is the main reason why the author hates tipping?
- A. It sets a bad example for other industries.
 - B. It adds to the burden of ordinary customers.
 - C. It forces the customer to compensate the waiter.
 - D. It poses a great challenge for customers to do math.
48. Why do many people love tipping according to the author?
- A. They help improve the quality of the restaurants they dine in.
 - B. They believe waiters deserve such rewards for good service.
 - C. They want to preserve a wonderful tradition of the industry.
 - D. They can have some say in how much their servers earn.
49. What have some waiters come to realize according to a survey?
- A. Service quality has little effect on tip size.
 - B. It is in human nature to try to save on tips.
 - C. Tips make it more difficult to please customers.
 - D. Tips benefit the boss rather than the employees.
50. What does the author argue for in the passage?
- A. Restaurants should calculate the tips for customers.
 - B. Customers should pay more tips to help improve service.
 - C. Waiters deserve better than just relying on tips for a living.
 - D. Waiters should be paid by employers instead of customers.

Passage Two

Questions 51 to 55 are based on the following passage.

In the past, falling oil prices have given a boost to the world economy, but recent forecasts for global growth have been toned down, even as oil prices sink lower and lower. Does that mean the link between lower oil prices and growth has weakened?

Some experts say there are still good reasons to believe cheap oil should heat up the world economy. Consumers have more money in their pockets when they're paying less at the pump. They spend that money on other things, which stimulates the economy.

The biggest gains go to countries that import most of their oil like China, Japan, and India. But doesn't the extra money in the pockets of those countries' consumers mean an equal loss in oil producing countries, cancelling out the gains? Not necessarily, says economic researcher Sara Johnson. "Many oil producers built up huge reserve funds when prices were high, so when

prices fall they will draw on their reserves to support government spending and subsidies(□□) for their consumers."

But not all oil producers have big reserves, In Venezuela, collapsing oil prices have sent its economy into free-fall.

Economist Carl Weinberg believes the negative effects of plunging oil prices are overwhelming the positive effects of cheaper oil. The implication is a sharp decline in global trade, which has plunged partly because oil-producing nations can't afford to import as much as they used to.

Sara Johnson acknowledges that the global economic benefit from a fall in oil prices today is likely lower than it was in the past. One reason is that more countries are big oil producers now, so the nations suffering from the price drop account for a larger share of the global economy.

Consumers, in the U.S. at least, are acting cautiously with the savings they're getting at the gas pump, as the memory of the recent great recession is still fresh in their mind. And a number of oil-producing countries are trimming their gasoline subsidies and raising taxes, so the net savings for global consumers is not as big as the oil price plunge might suggest.

51. What does the author mainly discuss in the passage?

- A. The reasons behind the plunge of oil prices.
- B. Possible ways to stimulate the global economy.
- C. The impact of cheap oil on global economic growth.
- D. The effect of falling oil prices on consumer spending.

52. Why do some experts believe cheap oil will stimulate the global economy?

- A. Manufacturers can produce consumer goods at a much lower cost.
- B. Lower oil prices have always given a big boost to the global economy.
- C. Oil prices may rise or fall but economic laws are not subject to change.
- D. Consumers will spend their saving from cheap oil on other commodities.

53. What happens in many oil-exporting countries when oil prices go down?

- A. They suspend import of necessities from overseas.
- B. They reduce production drastically to boost oil prices.
- C. They use their money reserves to back up consumption.
- D. They try to stop their economy from going into free-fall.

54. How does Carl Weinberg view the current oil price plunge?

- A. It is one that has seen no parallel in economic history.
- B. Its negative effects more than cancel out its positive effects.
- C. It still has a chance to give rise to a boom in the global economy.
- D. Its effects on the global economy go against existing economic laws.

55. Why haven't falling oil prices boosted the global economy as they did before?

- A. People are not spending all the money they save on gas.
- B. The global economy is likely to undergo another recession.
- C. Oil importers account for a larger portion of the global economy.
- D. People in the world over are afraid of a further plunge in oil prices.

Passage One

Questions 46 to 50 are based on the following passage.

"Sugar, alcohol and tobacco," economist Adam Smith once wrote, "are commodities which are nowhere necessities of life, which have become objects of almost universal consumption, and which are, therefore, extremely popular subjects of taxation."

Two and a half centuries on, most countries impose some sort of tax on alcohol and tobacco. With surging obesity levels putting increasing strain on public health systems, governments around the world have begun to toy with the idea of taxing sugar as well.

Whether such taxes work is a matter of debate. A preliminary review of Mexico's taxation found a fall in purchases of taxed drinks as well as a rise in sales of untaxed and healthier drinks. By contrast, a Danish tax on foods high in fats was abandoned a year after its introduction, amid claims that consumers were avoiding it by crossing the border to Germany to satisfy their desire for cheaper, fattier fare.

The food industry has, in general, been firmly opposed to such direct government action. Nonetheless, the renewed focus on waistlines means that industry groups are under pressure to demonstrate their products are healthy as well as tasty.

Over the past three decades, the industry has made some efforts to improve the quality of its offerings. For example, some drink manufacturers have cut the amount of sugar in their beverages.

Many of the reductions over the past 30 years have been achieved either by reducing the amount of sugar, salt or fat in a product, or by finding an alternative ingredient. More recently, however,

Some companies have been investing money in a more ambitious undertaking: learning how to adjust the fundamental make-up of the food they sell. For example, having salt on the outside, but none on the inside, reduces the salt content without changing the taste.

While reformulating recipes(□□) is one way to improve public health, it should be part of a multi-sided approach. The key is to remember that there is not just one solution. To deal with obesity, a mixture of approaches-including reformulation, taxation and adjusting portion sizes-will be needed. There is no silver bullet.

46. What did Adam Smith say about sugar, alcohol and tobacco?

A. They were profitable to manufacture. B. They were in ever-increasing

demand.

C. They were subject to taxation almost everywhere.

D. They were no longer considered necessities of life.

47. Why have many countries started to consider taxing sugar?

A. They are under growing pressures to balance their national budgets.

B. They find it ever harder to cope with sugar-induced health problems.

C. They practice of taxing alcohol and tobacco has proved both popular and profitable.

D. The sugar industry is overtaking alcohol and tobacco business in generating profits.

48. What do we learn about Danish taxation on fat-rich foods?

A. It did not work out as well as was expected.

B. It gave rise to a lot of problems on the border.

C. It could not succeed without German cooperation.

D. It met with firm opposition from the food industry.

49. What is the more recent effort by food companies to make foods and drinks both healthy and tasty?

A. Replacing sugar or salt with alternative ingredients.

B. Setting a limit on the amount of sugar or salt in their products.

C. Investing in research to find ways to adapt to consumers' needs.

D. Adjusting the physical composition of their products.

50. What does the author mean by saying, at the end of the passage, "There is no silver bullet" (Line 4, Para 7)?

A. There is no single easy quick solution to the problem.

B. There is no hope of success without public cooperation.

C. There is no hurry in finding ways to solve the obesity problem.

D. There is no effective way to reduce people's sugar consumption.

Passage Two

Questions 51 to 55 are based on the following passage.

You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway.

Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an editorial released Monday in the American Journal of Public Health, Katherine Record and Bryn Austin made their case for government regulation of the fashion industry.

The average international runway model has a body mass index (BMI) under 16 - low enough to indicate starvation by the World Health

Organization's standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

"Especially girls and teens", says Record. "Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines." That's especially worrying, she says, given that anorexia() results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

It's commonly known that certain diseases are linked with occupations like lung disease in coal miners. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness.

Record's suggestion is to prohibit agents from hiring models with a BMI below 18.

In April, France passed a law setting lower limits for a model's weight. Agents and fashion houses who hire models with BMI under 18 could pay \$82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won't be easy, Record says. But with the new rules in France, U.S. support could make a difference. "A designer can't survive without participating in Paris Fashion Week", she says, adding, "Our argument is that the same would be true of New York Fashion Week."

51. What do Record and Austin say about fashion models' body mass?

- A. It has caused needless controversy. B. It is focus of the modeling business.
- C. It is but a matter of personal taste. D. It affects models' health and safety.

52. What are Record and Austin advocating in the Monday editorial?

- A. A change in the public's view of female beauty.
- B. Government legislation about models' weight.
- C. Elimination of forced weight loss by models.
- D. Prohibition of models eating non-food stuff.

53. Why are Record and Austin worried about the low body mass index of models?

- A. It contributes to many mental illnesses. B. It defines the future of the fashion industry.
- C. It has great influence on numerous girls and women.
- D. It keeps many otherwise qualified women off the runway.

54. What do we learn about France's fashion industry?

- A. It has difficulty hiring models. B. It has now a new law to follow.
- C. It allows girls under 18 on the runway. D. It has overtaken that of the United States.

55. What does Record expect of New York Fashion Week?

- A. It will create a completely new set of rules. B. It will do better than Paris Fashion Week.
- C. It will differ from Paris Fashion Week. D. It will have models with a higher BMI.

Passage One

Questions 46 to 50 are based on the following passage.

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems - real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired - not to teach but to hold meetings - has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a clearing house(清除障碍的地方) for using technology in classrooms and in online courses. It's an administrative sham(骗局) of the kind that has multiplied over the last 30 years.

I offer a simple proposition in response: Many of our problems - class attendance, educational success, student happiness and well-being - might be improved by cutting down the bureaucratic(官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

The teachers must be free to teach in their own way - the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

46. What does the author say about present-day universities?

- A. They are effectively tackling real or imagined problems.
- B. They often fail to combine teaching with research.
- C. They are over-burdened with administrative staff.

- D. They lack talent to fix their deepening problems.
47. According to the author, what kind of people do universities lack most?
- A. Good classroom teachers. B. Efficient administrators.
C. Talented researchers. D. Motivated students.
48. What does the author imply about the classes at present?
- A. They facilitate students' independent learning.
B. They help students form closer relationships.
C. They have more older students than before.
D. They are much bigger than is desirable.
49. What does the author think of teaching ability?
- A. It requires talent and practice. B. It is closely related to research.
C. It is a chief factor affecting students' learning.
D. It can be acquired through persistent practice.
50. What is the author's suggestion for improving university teaching?
- A. Creating an environment for teachers to share their teaching experiences.
B. Hiring more classroom teachers and allowing them to teach in their own way.
C. Using high technology in classrooms and promoting exchange of information.
D. Cutting down meetings and encouraging administrative staff to go to classrooms.

Passage Two

Questions 51 to 55 are based on the following passage.

The secret to eating less and being happy about it may have been cracked years ago - by McDonald's. According to a new study from Cornell University's Food and Brand Lab, small non-food rewards - like the toys in McDonald's Happy Meals - stimulate the same reward centers in the brain as food does.

The researchers, led by Martin Reimann, carried out a series of experiments to see if people would choose a smaller meal if it was paired with a non-food item.

They found that the majority of both kids and adults opted for a half-sized portion when combined with a prize. Both options were priced the same.

Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion. One of the prizes used was a lottery ticket(□□), with a \$10, \$50 or \$100 payout, and this was as effective as a tangible gift in persuading people to eat less.

"The fact that participants were willing to substitute part of a food item for the mere prospect of a relatively small monetary award is interesting," says

Reimann.

He theorizes that it is the emotional component of these intangible prizes that make them effective. In fact, vaguely-stated possibilities of winning a prize were more effective than options with hard odds included.

"One explanation for this finding is that possible awards may be more emotionally provoking than certainty awards," says Reimann. "The uncertainty of winning provides added attraction and desirability through emotional 'thrills.' The possibility of receiving an award also produces a state of hope - a state that is in itself psychologically rewarding." In other words, there's a reason why people like to gamble.

How might this knowledge be used to help people eat more healthily?

One possibility is a healthy option that offers the chance to win a spa(□□□□) weekend. Or maybe the reward of a half-sized portion could be a half-sized dessert to be claimed only on a future date. That would get you back in the restaurant - and make you eat a little less.

51. What do we learn about McDonald's inclusion of toys in its Happy Meals?

- A. It may shed light on people's desire to crack a secret.
- B. It has proved to be key to McDonald's business success.
- C. It appeals to kid's curiosity to find out what is hidden inside.
- D. It may be a pleasant way for kids to reduce their food intake.

52. What is the finding of the researchers led by Martin Reimann?

- A. Reducing food intake is not that difficult if people go to McDonald's more.
- B. Most kids and adults don't actually feel hungry when they eat half of their meal.
- C. Eating a smaller portion of food does good to the health of kids and adults alike.
- D. Most kids and adults would choose a smaller meal that came with a non-food item.

53. What is most interesting in Martin Reimann's finding?

- A. Kids preferred an award in the form of money to one in the form of a toy.
- B. Adults chose the smaller portion on the mere promise of a future award.
- C. Both kids and adults felt satisfied with only half of their meal portions.
- D. Neither children nor adults could resist the temptation of a free toy.

54. How does Martin Reimann interpret his finding?

- A. The emotional component of the prizes is at work.
- B. People now care more about quality than quantity.
- C. People prefer certainty awards to possible awards.
- D. The desire for a future reward is overwhelming.

55. What can we infer from Martin Reimann's finding?

- A. People should eat much less if they wish to stay healthy and happy.
- B. More fast food restaurants are likely to follow McDonald's example.
- C. We can lead people to eat less while helping the restaurant business.
- D. More studies are needed to find out the impact of emotion on behavior.

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Passage One

Questions 46 to 50 are based on the following passage.

The phrase almost completes itself: midlife crisis. It's the stage in the middle of the journey when people feel youth vanishing, their prospects narrowing and death approaching.

There's only one problem with the cliché(□□). It isn't true.

"In fact, there is almost no hard evidence for midlife crisis other than a few small pilot studies conducted decades ago," Barbara Hagerty writes in her new book, *Life Reimagined*. The bulk of the research shows that there may be a pause, or a shifting of gears in the 40s or 50s, but this shift "can be exciting, rather than terrifying. "

Barbara Hagerty looks at some of the features of people who turn midlife into a rebirth. They break routines, because "autopilot is death." They choose purpose over happiness - having a clear sense of purpose even reduces the risk of Alzheimer's disease. They give priority to relationships, as careers often recede(□□□□).

Life Reimagined paints a picture of middle age that is far from gloomy. Midlife seems like the second big phase of decision-making. Your identity has been formed; you've built up your resources; and now you have the chance to take the big risks precisely because your foundation is already secure.

Karl Barth described midlife precisely this way. At middle age, he wrote, "the sowing is behind; now is the time to reap. The run has been taken; now is the time to leap. Preparation has been made; now is the time for the venture of the work itself."

The middle-aged person, Barth continued, can see death in the distance, but moves with a "measured haste" to get big new things done while there is still time.

What Barth wrote decades ago is even truer today. People are healthy and energetic longer. We have presidential candidates running for their first term in office at age 68, 69 and 74. A longer lifespan is changing the narrative structure of life itself. What could have been considered the beginning of a

descent is now a potential turning point - the turning point you are most equipped to take full advantage of.

46. What does the author think of the phrase "midlife crisis"?

- A. It has led to a lot of debate.
- B. It is widely acknowledged.
- C. It is no longer fashionable.
- D. It misrepresents real life.

47. How does Barbara Hagerty view midlife?

- A. It may be the beginning of a crisis.
- B. It can be a new phase of one's life.
- C. It can be terrifying for the unprepared.
- D. It may see old-age diseases approaching.

48. How is midlife pictured in the book *Life Reimagined*?

- A. It can be quite rosy.
- B. It can be burdensome.
- C. It undergoes radical transformation.
- D. It makes for the best part of one's life.

49. According to Karl Barth, midlife is the time _____.

- A. to relax
- B. to mature
- C. to harvest
- D. to reflect

50. What does the author say about midlife today?

- A. It is more meaningful than other stages of life.
- B. It is likely to change the narrative of one's life.
- C. It is more important to those with a longer lifespan.
- D. It is likely to be a critical turning point in one's life.

Passage Two

Questions 51 to 55 are based on the following passage.

In spring, chickens start laying again, bringing a welcome source of protein at winter's end. So it's no surprise that cultures around the world celebrate spring by honoring the egg.

Some traditions are simple, like the red eggs that get baked into Greek Easter breads. Others elevate the egg into a fancy art, like the heavily jewel-covered "eggs" that were favored by the Russians starting in the 19th century.

One ancient form of egg art comes to us from Ukraine. For centuries, Ukrainians have been drawing complicated patterns on eggs. Contemporary artists have followed this tradition to create eggs that speak to the anxieties of our age: Life is precious, and delicate. Eggs are, too.

"There's something about their delicate nature that appeals to me," says New Yorker cartoonist Roz Chast. Several years ago, she became interested in eggs and learned the traditional Ukrainian technique to draw her very modern characters. "I've broken eggs at every stage of the process - from the very beginning to the very, very end."

But there's an appeal in that vulnerability. "There's part of this sickening horror of knowing you're walking on the edge with this, that I kind of like,

knowing that it could all fall apart at any second" Chast's designs, such as a worried man alone in a tiny rowboat, reflect that delicateness.

Traditional Ukrainian decorated eggs also spoke to those fears. The elaborate patterns were believed to offer protection against evil.

"There's an ancient legend that as long as these eggs are made, evil will not prevail in the world," says Joan Brander, a Canadian egg-painter who has been painting eggs for over 60 years, having learned the art from her Ukrainian relatives.

The tradition, dating back to 300 B.C., was later incorporated into the Christian church. The old symbols, however, still endure. A decorated egg with a bird on it, given to a young married couple, is a wish for children. A decorated egg thrown into the field would be a wish for a good harvest.

51. Why do people in many cultures prize the egg?

- A. It is a welcome sign of the coming of spring.
- B. It is their major source of protein in winter.
- C. It can easily be made into a work of art.
- D. It can bring wealth and honor to them.

52. What do we learn about the decorated "eggs" in Russia?

- A. They are shaped like jewel cases.
- B. They are cherished by the rich.
- C. They are heavily painted in red.
- D. They are favored as a form of art.

53. Why have contemporary artists continued the egg art tradition?

- A. Eggs serve as an enduring symbol of new life.
- B. Eggs have an oval shape appealing to artists.
- C. Eggs reflect the anxieties of people today.
- D. Eggs provide a unique surface to paint on.

54. Why does Chast enjoy the process of decorating eggs?

- A. She never knows if the egg will break before the design is completed.
- B. She can add multiple details to the design to communicate her idea.
- C. She always derives great pleasure from designing something new.
- D. She is never sure what the final design will look like until the end.

55. What do we learn from the passage about egg-painting?

- A. It originated in the eastern part of Europe.
- B. It has a history of over two thousand years.
- C. It is the most time-honored form of fancy art.
- D. It is especially favored as a church decoration.



Passage One

Questions 46 to 50 are based on the following passage.

Shoppers in the UK are spending less money on toilet paper to save money, research has shown.

Penny-pinching UK consumers choose cheaper products from discounters such as Aldi and Lidl rather than luxury alternatives.

This has wiped 6% off the value of the soft tissue paper market in the UK. It has shrunk from 1.19 billion pounds in 2011 to 1.12 billion pounds in 2015, according to a new report from market research company Mintel. Furthermore, the future of the market looks far from rosy, with sales expected to fall further to 1.11 billion pounds in 2016.

In the last year alone, despite an increase in the UK population and a subsequent rise in the number of households, sales of toilet paper fell by 2%, with the average household reducing their toilet roll spending from 43 pounds in 2014 to 41 pounds in 2015.

Overall, almost three in five people say they try to limit their usage of paper - including facial tissue and kitchen roll - to save money. "Strength, softness and thickness remain the leading indicators of toilet paper quality, with just a small proportion of consumers preferring more luxurious alternatives, such as those with flower patterns or perfume," said Mintel analyst Jack Duckett. "These extra features are deemed unnecessary by the majority of shoppers, which probably reflects how these types of products are typically more expensive than regular toilet paper, even when on special offer."

While consumers are spending less on toilet paper, they remain fussy - in theory at least - when it comes to paper quality. Top of Britons' toilet paper wish list is softness (57%) followed by strength (45%) and thickness (36%).

One in 10 buyers rank toilet rolls made from recycled paper among their top considerations, highlighting how overall the environment is much less of a consideration for shoppers than product quality. In a challenge for manufacturers, 81% of paper product users said they would consider buying recycled toilet tissue if it were comparable in quality to standard paper.

46. The market sales of toilet paper have decreased because _____.

- A. Britons have cut their spending on it
- B. its prices have gone up over the years
- C. its quality has seen marked improvement
- D. Britons have developed the habit of saving

47. What does the author think of the future of the tissue paper market in the UK?

- A. It will expand in time. B. It will remain gloomy.
- C. It will experience ups and downs. D. It will recover as population grows.

48. What does Jack Duckett say about toilet paper?

- A. Special offers would promote its sales. B. Consumers are loyal to certain brands.
- C. Luxurious features add much to the price. D. Consumers have a variety to choose from.

49. What do we learn about Britons concerning toilet paper?

- A. They are particular about the quality of toilet paper.
- B. They emphasize the strength of toilet paper the most.
- C. They prefer cheap toilet paper to recycled toilet paper.
- D. They reject using toilet paper with unnecessary features.

50. What can we infer from the last paragraph?

- A. More and more Britons buy recycled toilet paper to protect the environment.
- B. Toilet paper manufacturers are facing a great challenge in promoting its sales.
- C. Toilet paper manufacturers compete with one another to improve product quality.
- D. Environmental protection is not much of a concern when Britons buy toilet paper.

Passage Two

Questions 51 to 55 are based on the following passage.

"One of the reasons I find this topic very interesting is because my mom was a smoker when I was younger," says Lindson-Hawley, who studies tobacco and health at the University of Oxford.

By studying about 700 adult smokers, she found out that her mom quit the right way - by stopping abruptly and completely.

In her study, participants were randomly() assigned to two groups. One had to quit abruptly on a given day, going from about a pack a day to zero. The other cut down gradually over the course of two weeks. People in both groups used nicotine() patches before they quit, in addition to a second form of nicotine replacement, like gum or spray. They also had talk therapy with a nurse before and after quit day.

Six months out, more people who had quit abruptly had stuck with it - more than one-fifth of them, compared to about one-seventh in the other group. Although these numbers appear low, it is much higher than if people

try without support.

And the quit rates were particularly convincing given that before the study started, most of the people had said they'd rather cut down gradually before quitting. "If you're training for a marathon, you wouldn't expect to turn up and just be able to run it. And I think people see that for smoking as well. They think, 'Well, if I gradually reduce, it's like practice,'" says Lindson-Hawley. But that wasn't the case. Instead of giving people practice, the gradual reduction likely gave them cravings() and withdrawal symptoms before they even reached quit day, which could be why fewer people in that group actually made it to that point. "Regardless of your stated preference, if you're ready to quit, quitting abruptly is more effective," says Dr. Gabriela Ferreira. "When you can quote a specific number like a fifth of the patients were able to quit, that's compelling. It gives them the encouragement, I think, to really go for it," Ferreira says.

People rarely manage to quit the first time they try. But at least, she says, they can maximize the odds of success.

51. What does Lindson-Hawley say about her mother?

- A. She quit smoking with her daughter's help.
- B. She succeeded in quitting smoking abruptly.
- C. She was also a researcher of tobacco and health.
- D. She studied the smoking patterns of adult smokers.

52. What kind of support did smokers receive to quit smoking in Lindson-Hawley's study?

- A. They were given physical training.
- B. They were looked after by physicians.
- C. They were encouraged by psychologists.
- D. They were offered nicotine replacements.

53. How does Dr. Gabriela Ferreira view the result of Lindson-Hawley's experiment?

- A. It is idealized.
- B. It is unexpected.
- C. It is encouraging.
- D. It is misleading.

54. The idea of "a marathon" (Line 2, Para. 5) illustrates the popular belief that quitting smoking _____.

- A. is something few can accomplish
- B. needs some practice first
- C. requires a lot of patience
- D. is a challenge at the beginning

55. What happens when people try to quit smoking gradually?

- A. They find it even more difficult.
- B. They are simply unable to make it.
- C. They show fewer withdrawal symptoms.
- D. They feel much less pain in the process.



Passage One

Questions 46 to 50 are based on the following passage.

Urbanization - migration away from the suburbs to the city center - will be the biggest real estate trend in 2015, according to a new report.

The report says America's urbanization will continue to be the most significant issue affecting the industry, as cities across the country imitate the walkability and transit-oriented development making cities like New York and San Francisco so successful.

As smaller cities copy the model of these "24-hour cities," more affordable versions of these places will be created. The report refers to this as the coming of the "18-hour city," and uses the term to refer to cities like Houston, Austin, Charlotte, and Nashville, which are "positioning themselves as highly competitive, in terms of livability, employment offerings, and recreational and cultural facilities."

Another trend that looks significant in 2015 is that America's largest population group, Millennials(□□□□), will continue to put off buying a house. Apartments will retain their appeal for a while for Millennials, haunted by what happened to home-owning parents.

This trend will continue into the 2020s, the report projects. After that, survey respondents disagree over whether this generation will follow in their parents' footsteps, moving to the suburbs to raise families, or will choose to remain in the city center.

Another issue affecting real estate in the coming year will be America's failing infrastructure. Most roads, bridges, transit, water systems, the electric grid, and communications networks were installed 50 to 100 years ago, and they are largely taken for granted until they fail.

The report's writers state that America's failure to invest in infrastructure impacts not only the health of the real-estate market, but also our ability to remain globally competitive.

Apart from the specific trends highlighted above, which cause some investors to worry, the report portrays an overall optimism borne by the recent healthy real-estate "upcycle" and improving economy. Seventy-four percent of the respondents surveyed report a "good to excellent" expectation of real-estate profitability in 2015. While excessive optimism can promote bad investment patterns, resulting in a real-estate "bubble," the report's writers downplay that potential outcome in that it has not yet occurred.

46. According to the new report, real estate development in 2015 will witness

_____.

- A. an accelerating speed B. a shift to city centers
 - C. a new focus on small cities D. an ever-increasing demand
47. What characterizes "24-hour cities" like New York?
- A. People can live without private cars. B. People are generally more competitive.
 - C. People can enjoy services around the clock.
 - D. People are in harmony with the environment.
48. Why are Millennials reluctant to buy a house?
- A. They can only afford small apartments.
 - B. The house prices are currently too high.
 - C. Their parents' bad experience still haunts them.
 - D. They feel attached to the suburban environment.
49. What might hinder real estate development in the U.S.?
- A. The continuing economic recession in the country.
 - B. The lack of confidence on the part of investors.
 - C. The fierce global competition. D. The worsening infrastructure.
50. How do most of the respondents in the survey feel about the U.S. real-estate market in 2015?
- A. Pessimistic. B. Hopeful. C. Cautious. D. Uncertain.

Passage Two

Questions 51 to 55 are based on the following passage.

The brain is a seemingly endless library, whose shelves house our most precious memories as well as our lifetime's knowledge. But is there a point where it reaches capacity?

The answer is no, because brains are more sophisticated than that. Instead of just crowding in, old information is sometimes pushed out of the brain for new memories to form.

Previous behavioural studies have shown that learning new information can lead to forgetting. But in a new study, researchers demonstrated for the first time how this effect occurs in the brain.

In daily life, forgetting actually has clear advantages. Imagine, for instance, that you lost your bank card. The new card you receive will come with a new personal identification number (PIN). Each time you remember the new PIN, you gradually forget the old one. This process improves access to relevant information, without old memories interfering.

And most of us may sometimes feel the frustration of having old memories interfere with new, relevant memories. Consider trying to remember where you parked your car in the same car park you were at a

week earlier. This type of memory (where you are trying to remember new, but similar information) is particularly vulnerable to interference.

When we acquire new information, the brain automatically tries to incorporate(□□) it within existing information by forming associations. And when we retrieve(□□) information, both the desired and associated but irrelevant information is recalled.

The majority of previous research has focused on how we learn and remember new information. But current studies are beginning to place greater emphasis on the conditions under which we forget, as its importance begins to be more appreciated.

A very small number of people are able to remember almost every detail of their life. While it may sound like an advantage to many, people with this rare condition often find their unusual ability burdensome.

In a sense, forgetting is our brain's way of sorting memories, so the most relevant memories are ready for retrieval. Normal forgetting may even be a safety mechanism to ensure our brain doesn't become too full.

51. What have past behavioural studies found about our brain?

- A. Its capacity actually knows no limits.
- B. It grows sophisticated with practice.
- C. It keeps our most precious memories until life's end.
- D. New information learned pushes old information out.

52. What is the benefit of forgetting?

- A. It frees us from painful memories.
- B. It helps slow down our aging process.
- C. It facilitates our access to relevant information.
- D. It prevents old information from forming associations.

53. What is the emphasis of current studies of memory?

- A. When people tend to forget.
- B. What contributes to forgetting.
- C. How new technology hinders memory capacity.
- D. Why learning and forgetting are complementary.

54. What do people find about their rare ability to remember every detail of their life?

- A. It adds to the burden of their memory.
- B. It makes their life more complicated.
- C. It contributes to their success in life.
- D. It constitutes a rare object of envy.

55. What does the passage say about forgetting?

- A. It can enlarge our brain capacity.
- B. It helps get rid of negative memories.
- C. It is a way of organising our memories.
- D. It should not cause any alarm in any way.

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Passage One

Questions 46 to 50 are based on the following passage.

That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the "first-night" effect. If a person stays in the same room the following night they tend to sleep more soundly. Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what benefit would be gained from it when performance might be affected the following day. She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid predators(□□□). This led her to wonder if people might be doing the same thing. To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university's Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains. Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall. During deep sleep, the participants' brains behaved in a similar manner seen in birds and dolphins. On the first night only, the left hemispheres(□□) of their brains did not sleep nearly as deeply as their right hemispheres did.

Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed beeps(□□□) of the same tone and irregular beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

46. What did researchers find puzzling about the first-night effect?
A. To what extent it can trouble people. B. What role it has played in evolution.
C. What circumstances may trigger it. D. In what way it can be beneficial.
47. What do we learn about Dr. Yuka Sasaki doing her research?
A. She found birds and dolphins remain alert while asleep.
B. She found birds and dolphins sleep in much the same way.
C. She got some idea from previous studies on birds and dolphins.
D. She conducted studies on birds' and dolphins' sleeping patterns.
48. What did Dr. Sasaki do when she first did her experiment?
A. She monitored the brain activity of participants sleeping in a new environment.
B. She recruited 35 participants from her Department of Psychological Sciences.
C. She studied the differences between the two sides of participants' brains.
D. She tested her findings about birds and dolphins on human subjects.
49. What did Dr. Sasaki do when re-running her experiment?
A. She analyzed the negative effect of irregular tones on brains.
B. She recorded participants' adaptation to changed environment.
C. She exposed her participants to two different stimuli.
D. She compared the responses of different participants.
50. What did Dr. Sasaki find about the participants in her experiment?
A. They tended to enjoy certain tones more than others.
B. They tended to perceive irregular beeps as a threat.
C. They felt sleepy when exposed to regular beeps.
D. They differed in their tolerance of irregular tones.

Passage Two

Questions 51 to 55 are based on the following passage.

It's time to reevaluate how women handle conflict at work. Being overworked or over-committed at home and on the job will not get you where you want to be in life. It will only slow you down and hinder your career goals.

Did you know women are more likely than men to feel exhausted? Nearly twice as many women than men ages 18-44 reported feeling "very tired" or "exhausted", according to a recent study.

This may not be surprising given that this is the age range when women have children. It's also the age range when many women are trying to balance careers and home. One reason women may feel exhausted is that they have a hard time saying "no." Women want to be able to do it all - volunteer for school parties or cook delicious meals - and so their answer to any request is often "Yes, I can."

Women struggle to say "no" in the workplace for similar reasons, including the desire to be liked by their colleagues. Unfortunately, this inability to say "no" may be hurting women's health as well as their career.

At the workplace, men use conflict as a way to position themselves, while women often avoid conflict or strive to be the peacemaker, because they don't want to be viewed as aggressive or disruptive at work. For example, there's a problem that needs to be addressed immediately, resulting in a dispute over who should be the one to fix it. Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem - even if that means doing the boring work themselves.

This difference in handling conflict could be the deciding factor on who gets promoted to a leadership position and who does not. Leaders have to be able to delegate and manage resources wisely - including staff expertise. Shouldering more of the workload may not earn you that promotion. Instead, it may highlight your inability to delegate effectively.

51. What does the author say is the problem with women?

- A. They are often unclear about the career goals to reach.
- B. They are usually more committed at home than on the job.
- C. They tend to be over-optimistic about how far they could go.
- D. They tend to push themselves beyond the limits of their ability.

52. Why do working women of child-bearing age tend to feel drained of energy?

- A. They struggle to satisfy the demands of both work and home.
- B. They are too devoted to work and unable to relax as a result.
- C. They do their best to cooperate with their workmates.
- D. They are obliged to take up too many responsibilities.

53. What may hinder the future prospects of career women?

- A. Their unwillingness to say "no".
- B. Their desire to be considered powerful.
- C. An underestimate of their own ability.
- D. A lack of courage to face challenges.

54. Men and woman differ in their approach to resolving workplace conflicts in that _____.

- A. women tend to be easily satisfied
- B. men are generally more persuasive
- C. men tend to put their personal interests first
- D. women are much more ready to compromise

55. What is important to a good leader?

- A. A dominant personality.
- B. The ability to delegate.
- C. The courage to admit failure
- D. A strong sense of responsibility.

Passage One

Questions 46 to 50 are based on the following passage.

Nobody really knows how big Lagos is. What's indisputable is that it's growing very quickly. Between now and 2050, the urban population of Africa could triple. Yet cities in sub-Saharan Africa are not getting richer the way cities in the rest of the world have. Most urban Africans live in slums(); migrants are often not much better off than they were in the countryside. Why?

The immediate problem is poverty. Most of Africa is urbanising at a lower level of income than other regions of the world did. That means there's little money around for investment that would make cities liveable and more productive. Without upgrades and new capacity, bridges, roads and power systems are unable to cope with expanding populations. With the exception of South Africa, the only light rail metro system in sub-Saharan Africa is in Addis Ababa, Ethiopia. Traffic jam leads to expense and unpredictability, things that keep investors away.

In other parts of the world, increasing agricultural productivity and industrialisation went together. More productive farmers meant there was a surplus that could feed cities; in turn, that created a pool of labour for factories. But African cities are different. They are too often built around consuming natural resources. Government is concentrated in capitals, so is the money. Most urban Africans work for a small minority of the rich, who tend to be involved in either cronyish() businesses or politics. Since African agriculture is still broadly unproductive, food is imported, consuming a portion of revenue.

So what can be done? Though African countries are poor, not all African cities are. In Lagos, foreign oil workers can pay as much as 65,000 dollars per year in rent for a modest apartment in a safe part of town. If that income were better taxed, it might provide the revenue for better infrastructure. If city leaders were more accountable to their residents, they might favour projects designed to help them more. Yet even as new roads are built, new people arrive. When a city's population grows by 5% a year, it is difficult to keep up.

46. What do we learn from the passage about cities in sub-Saharan Africa?

- A. They have more slums than other cities in the world.
- B. They are growing fast without becoming richer.
- C. They are as modernised as many cities elsewhere.
- D. They attract migrants who want to be better off.

47. What does the author imply about urbanisation in other parts of the world?
- A. It benefited from the contribution of immigrants.
 - B. It started when people's income was relatively high.
 - C. It benefited from the accelerated rise in productivity.
 - D. It started with the improvement of people's livelihood.
48. Why is sub-Saharan Africa unappealing to investors?
- A. It lacks adequate transport facilities.
 - B. The living expenses there are too high.
 - C. It is on the whole too densely populated.
 - D. The local governments are corrupted.
49. In what way does the author say African cities are different?
- A. They have attracted huge numbers of farm labourers.
 - B. They still rely heavily on agricultural productivity.
 - C. They have developed at the expense of nature.
 - D. They depend far more on foreign investment.
50. What might be a solution to the problems facing African cities?
- A. Lowering of apartment rent.
 - B. Better education for residents.
 - C. More rational overall planning.
 - D. A more responsible government.

Passage Two

Questions 51 to 55 are based on the following passage.

For the past several decades, it seems there's been a general consensus on how to get ahead in America: Get a college education, find a reliable job, and buy your own home. But do Americans still believe in that path, and if they do, is it attainable?

The most recent National Journal poll asked respondents about the American dream, what it takes to achieve their goals, and whether or not they felt a significant amount of control over their ability to be successful. Overwhelmingly, the results show that today, the idea of the American dream - and what it takes to achieve it - looks quite different than it did in the late 20th century.

By and large, people felt that their actions and hard work - not outside forces - were the deciding factor in how their lives turned out. But respondents had decidedly mixed feelings about what actions make for a better life in the current economy.

In the last seven years, Americans have grown more pessimistic about the power of education to lead to success. Even though they see going to college as a fairly achievable goal, a majority - 52 percent - think that young people do not need a four-year college education in order to be successful.

Miguel Maeda, 42, who has a master's degree and works in public health, was the first in his family to go to college, which has allowed him to achieve a sense of financial stability his parents and grandparents never did.

While some, like Maeda, emphasized the value of the degree rather than the education itself, others still see college as a way to gain new perspectives and life experiences. Sixty-year-old Will Fendley, who had a successful career in the military and never earned a college degree, thinks "personal drive" is far more important than just going to college. To Fendley, a sense of drive and purpose, as well as an effective high-school education, and basic life skills, like balancing a checkbook, are the necessary ingredients for a successful life in America.

51. It used to be commonly acknowledged that to succeed in America, one had to have _____.

- A. an advanced academic degree
- B. an ambition to get ahead
- C. a firm belief in their dream
- D. a sense of drive and purpose

52. What is the finding of the latest National Journal poll concerning the American dream?

- A. More and more Americans are finding it hard to realize.
- B. It remains alive among the majority of American people.
- C. Americans' idea of it has changed over the past few decades.
- D. An increasing number of young Americans are abandoning it.

53. What do Americans now think of the role of college education in achieving success?

- A. It still remains open to debate.
- B. It has proved to be beyond doubt.
- C. It is no longer as important as it used to be.
- D. It is much better understood now than ever.

54. How do some people view college education these days?

- A. It promotes gender equality.
- B. It needs to be strengthened.
- C. It adds to cultural diversity.
- D. It helps broaden their minds.

55. What is one factor essential to success in America, according to Will Fendley?

- A. A desire to learn and to adapt.
- B. A strong sense of responsibility.
- C. A willingness to commit oneself.
- D. A clear aim and high motivation.

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Passage One

Questions 46 to 50 are based on the following passage.

Aging happens to all of us, and is generally thought of as a natural part of life. It would seem silly to call such a thing a "disease."

On the other hand, scientists are increasingly learning that aging and biological age are two different things, and that the former is a key risk factor for conditions such as heart disease, cancer and many more. In that light, aging itself might be seen as something treatable, the way you would treat high blood pressure or a vitamin deficiency.

Biophysicist Alex Zhavoronkov believes that aging should be considered a disease. He said that describing aging as a disease creates incentives to develop treatments.

"It unties the hands of the pharmaceutical(□□□) industry so that they can begin treating the disease and not just the side effects," he said.

"Right now, people think of aging as natural and something you can't control," he said. "In academic circles, people take aging research as just an interest area where they can try to develop interventions. The medical community also takes aging for granted, and can do nothing about it except keep people within a certain health range."

But if aging were recognized as a disease, he said, "It would attract funding and change the way we do health care. What matters is understanding that aging is curable."

"It was always known that the body accumulates damage," he added. "The only way to cure aging is to find ways to repair that damage. I think of it as preventive medicine for age-related conditions."

Leonard Hayflick, a professor at the University of California, San Francisco, said the idea that aging can be cured implies the human lifespan can be increased, which some researchers suggest is possible. Hayflick is not among them.

"There're many people who recover from cancer, stroke, or heart disease. But they continue to age, because aging is separate from their disease," Hayflick said. "Even if those causes of death were eliminated, life expectancy would still not go much beyond 92 years."

46. What do people generally believe about aging?

- A. It should cause no alarm whatsoever. B. They just cannot do anything about it.
- C. It should be regarded as a kind of disease. D. They can delay it with advances in science.

47. How do many scientists view aging now?

- A. It might be prevented and treated. B. It can be as risky as heart disease.
- C. It results from a vitamin deficiency. D. It is an irreversible biological process.

48. What does Alex Zhavoronkov think of "describing aging as a disease"?

- A. It will prompt people to take aging more seriously.
- B. It will greatly help reduce the side effects of aging.
- C. It will free pharmacists from the conventional beliefs about aging.
- D. It will motivate doctors and pharmacists to find ways to treat aging.

49. What do we learn about the medical community?
- A. They now have a strong interest in research on aging.
 - B. They differ from the academic circles in their view on aging.
 - C. They can contribute to people's health only to a limited extent.
 - D. They have ways to intervene in people's aging process.
50. What does professor Leonard Hayflick believe?
- A. The human lifespan cannot be prolonged.
 - B. Aging is hardly separable from disease.
 - C. Few people live up to the age of 92.
 - D. Heart disease is the major cause of aging.

Passage Two

Questions 51 to 55 are based on the following passage.

Female applicants to postdoctoral positions in geosciences were nearly half as likely to receive excellent letters of recommendation, compared with their male counterparts, Christopher Intagliata reports.

As in many other fields, gender bias is widespread in the sciences. Men score higher starting salaries, have more mentoring(□□), and have better odds of being hired. Studies show they're also perceived as more competent than women in STEM (Science, Technology, Engineering, and Mathematics) fields. And new research reveals that men are more likely to receive excellent letters of recommendation, too.

"Say, you know, this is the best student I've ever had," says Kuheli Dutt, a social scientist and diversity officer at Columbia University's Lamont campus. "Compare those excellent letters with a merely good letter: 'The candidate was productive, or intelligent, or a solid scientist or something that's clearly solid praise,' but nothing that singles out the candidate as exceptional or one of a kind."

Dutt and her colleagues studied more than 1,200 letters of recommendation for postdoctoral positions in geoscience. They were all edited for gender and other identifying information, so Dutt and her team could assign them a score without knowing the gender of the student. They found that female applicants were only half as likely to get outstanding letters, compared with their male counterparts. That includes letters of recommendation from all over the world, and written by, yes, men and women. The findings are in the journal *Nature Geoscience*.

Dutt says they were not able to evaluate the actual scientific qualifications of the applicants using the data in the files. But she says the results still suggest women in geoscience are at a potential disadvantage from the very beginning of their careers starting with those less than outstanding

letters of recommendation.

"We're not trying to assign blame or criticize anyone or call anyone conscious sexist. Rather, the point is to use the results of this study to open up meaningful dialogues on implicit gender bias, be it at a departmental level or an institutional level or even a discipline level." Which may lead to some recommendations for the letter writers themselves.

51. What do we learn about applicants to postdoctoral positions in geosciences?

- A. There are many more men applying than women.
- B. Chances for women to get the positions are scarce.
- C. More males than females are likely to get outstanding letters of recommendation.
- D. Male applicants have more interest in these positions than their female counterparts.

52. What do studies about men and women in scientific research show?

- A. Women engaged in postdoctoral work are quickly catching up.
- B. Fewer women are applying for postdoctoral positions due to gender bias.
- C. Men are believed to be better able to excel in STEM disciplines.
- D. Women who are keenly interested in STEM fields are often exceptional.

53. What do the studies find about the recommendation letters for women applicants?

- A. They are hardly ever supported by concrete examples.
- B. They contain nothing that distinguishes the applicants.
- C. They provide objective information without exaggeration.
- D. They are often filled with praise for exceptional applicants.

54. What did Dutt and her colleagues do with the more than 1,200 letters of recommendation?

- A. They asked unbiased scholars to evaluate them.
- B. They invited women professionals to edit them.
- C. They assigned them randomly to reviewers.
- D. They deleted all information about gender.

55. What does Dutt aim to do with her study?

- A. Raise recommendation writers' awareness of gender bias in their letters.
- B. Open up fresh avenues for women post-doctors to join in research work.
- C. Alert women researchers to all types of gender bias in the STEM disciplines.
- D. Start a public discussion on how to raise women's status in academic circles.

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Passage One

Questions 46 to 50 are based on the following passage.

Losing your ability to think and remember is pretty scary. We know the risk of dementia(□□□) increases with age. But if you have memory slips, you probably needn't worry. There are pretty clear differences between signs of dementia and age-related memory loss.

After age 50, it's quite common to have trouble remembering the names of people, places and things quickly, says Dr. Kirk Daffner of Brigham and Women's Hospital in Boston.

The brain ages just like the rest of the body. Certain parts shrink, especially areas in the brain that are important to learning, memory and planning. Changes in brain cells can affect communication between different regions of the brain. And blood flow can be reduced as blood vessels narrow.

Forgetting the name of an actor in a favorite movie, for example, is nothing to worry about. But if you forget the plot of the movie or don't remember even seeing it, that's far more concerning, Daffner says.

When you forget entire experiences, he says, that's "a red flag that something more serious may be involved." Forgetting how to operate a familiar object like a microwave oven, or forgetting how to drive to the house of a friend you've visited many times before can also be signs of something going wrong.

But even then, Daffner says, people shouldn't panic. There are many things that can cause confusion and memory loss, including health problems like temporary stoppage of breathing during sleep, high blood pressure, or depression, as well as medications(□□) like antidepressants.

You don't have to figure this out on your own. Daffner suggests going to your doctor to check on medications, health problems and other issues that could be affecting memory. And the best defense against memory loss is to try to prevent it by building up your brain's cognitive(□□□) reserve, Daffner says.

"Read books, go to movies, take on new hobbies or activities that force

one to think in novel ways," he says. In other words, keep your brain busy and working. And also get physically active, because exercise is a known brain booster.

46. Why does the author say that one needn't be concerned about memory slips?

- A. Not all of them are symptoms of dementia.
- B. They occur only among certain groups of people.
- C. Not all of them are related to one's age.
- D. They are quite common among fifty-year-olds.

47. What happens as we become aged according to the passage?

- A. Our interaction skills deteriorate.
- B. Some parts of our brain stop functioning.
- C. Communication within our brain weakens.
- D. Our whole brain starts shrinking.

48. Which memory-related symptom should people take seriously?

- A. Totally forgetting how to do one's daily routines.
- B. Inability to recall details of one's life experiences.
- C. Failure to remember the names of movies or actors.
- D. Occasionally confusing the addresses of one's friends.

49. What should people do when signs of serious memory loss show up?

- A. Check the brain's cognitive reserve.
- B. Stop medications affecting memory.
- C. Turn to a professional for assistance.
- D. Exercise to improve their well-being.

50. What is Dr. Daffner's advice for combating memory loss?

- A. Having regular physical and mental checkups.
- B. Taking medicine that helps boost one's brain.
- C. Engaging in known memory repair activities.
- D. Staying active both physically and mentally.

Passage Two

Questions 51 to 55 are based on the following passage.

You probably know about the Titanic, but it was actually just one of three state-of-the-art() ocean ships back in the day. The Olympic class ships were built by the Harland & Wolff ship makers in Northern Ireland for the White Star Line company. The Olympic class included the Olympic, the Britannic and the Titanic. What you may not know is that the Titanic wasn't even the flagship of this class. All in all, the Olympic class ships were marvels of sea engineering, but they seemed cursed to suffer disastrous fates.

The Olympic launched first in 1910, followed by the Titanic in 1911, and lastly the Britannic in 1914. The ships had nine decks, and White Star Line

decided to focus on making them the most luxurious ships on the water.

Stretching 269.13 meters, the Olympic class ships were wonders of naval technology, and everyone thought that they would continue to be so for quite some time. However, all suffered terrible accidents on the open seas. The Olympic got wrecked before the Titanic did, but it was the only one to survive and maintain a successful career of 24 years. The Titanic was the first to sink after famously hitting a huge iceberg in 1912. Following this disaster, the Britannic hit a naval mine in 1916 and subsequently sank as well.

Each ship was coal-powered by several boilers constantly kept running by exhausted crews below deck. Most recognizable of the ship designs are the ship's smoke stacks, but the fourth stack was actually just artistic in nature and served no functional purpose. While two of these ships sank, they were all designed with double hulls() believed to make them "unsinkable", perhaps a mistaken idea that led to the Titanic's and the Britannic's tragic end.

The Olympic suffered two crashes with other ships and went on to serve as a hospital ship and troop transport in World War I. Eventually, she was taken out of service in 1935, ending the era of the luxurious Olympic class ocean liners.

51. What does the passage say about the three Olympic class ships?
- A. They performed marvellously on the sea. B. They could all break the ice in their way.
- C. They all experienced terrible misfortunes. D. They were models of modern engineering.
52. What did White Star Line have in mind when it purchased the three ships?
- A. Their capacity of sailing across all waters.
- B. The utmost comfort passengers could enjoy.
- C. Their ability to survive disasters of any kind.
- D. The long voyages they were able to undertake.
53. What is said about the fourth stack of the ships?
- A. It was a mere piece of decoration. B. It was the work of a famous artist.
- C. It was designed to let out extra smoke. D. It was easily identifiable from afar.
54. What might have led to the tragic end of the Titanic and the Britannic?
- A. Their unscientific designs. B. Their captains' misjudgment.
- C. The assumption that they were built with the latest technology.
- D. The belief that they could never sink with a double-layer body.
55. What happened to the ship Olympic in the end?
- A. She was used to carry troops. B. She was sunk in World War I.
- C. She was converted into a hospital ship. D. She was retired after her naval service.



Passage One

Questions 46 to 50 are based on the following passage.

Living in an urban area with green spaces has a long-lasting positive impact on people's mental well-being, a study has suggested. UK researchers found moving to a green space had a sustained positive effect, unlike pay rises or promotions, which only provided a short-term boost. Co-author Mathew White, from the University of Exeter, UK, explained that the study showed people living in greener urban areas were displaying fewer signs of depression or anxiety. "There could be a number of reasons," he said, "for example, people do many things to make themselves happier: they strive for promotion or pay rises, or they get married. But the trouble with those things is that within six months to a year, people are back to their original baseline levels of well-being. So, these things are not sustainable; they don't make us happy in the long term. We found that for some lottery(□□) winners who had won more than £500,000 the positive effect was definitely there, but after six months to a year, they were back to the baseline."

Dr. White said his team wanted to see whether living in greener urban areas had a lasting positive effect on people's sense of well-being or whether the effect also disappeared after a period of time. To do this, the team used data from the British Household Panel Survey compiled by the University of Essex.

Explaining what the data revealed, he said: "What you see is that even after three years, mental health is still better, which is unlike many other things that we think will make us happy." He observed that people living in green spaces were less stressed, and less stressed people made more sensible decisions and communicated better.

With a growing body of evidence establishing a link between urban green spaces and a positive impact on human well-being, Dr. White said, "There's growing interest among public policy officials, but the trouble is who funds it. What we really need at a policy level is to decide where the money will come from to help support good quality local green spaces."

46. According to one study, what do green spaces do to people?

- A. Improve their work efficiency.
- B. Add to their sustained happiness.
- C. Help them build a positive attitude towards life.
- D. Lessen their concerns about material well-being.

47. What does Dr. White say people usually do to make themselves happier?

- A. Earn more money.
- B. Settle in an urban area.

- C. Gain fame and popularity. D. Live in a green environment.
48. What does Dr. White try to find out about living in a greener urban area?
- A. How it affects different people. B. How strong its positive effect is.
C. How long its positive effect lasts. D. How it benefits people physically.
49. What did Dr. White's research reveal about people living in a green environment?
- A. Their stress was more apparent than real. B. Their decisions required less deliberation.
C. Their memories were greatly strengthened. D. Their communication with others improved.
50. According to Dr. White, what should the government do to build more green spaces in cities?
- A. Find financial support. B. Improve urban planning.
C. Involve local residents in the effort. D. Raise public awareness of the issue.

Passage Two

Questions 51 to 55 are based on the following passage.

A letter written by Charles Darwin in 1875 has been returned to the Smithsonian Institution Archives(□□□) by the FBI after being stolen twice.

"We realized in the mid-1970s that it was missing," says Effie Kapsalis, head of the Smithsonian Institution Archives. "It was noted as missing and likely taken by an intern(□□□), from what the FBI is telling us. Word got out that it was missing when someone asked to see the letter for research purposes," and the intern put the letter back. "The intern likely took the letter again once nobody was watching it."

Decades passed. Finally, the FBI received a tip that the stolen document was located very close to Washington, D.C. Their art crime team recovered the letter but were unable to press charges because the time of limitations had ended. The FBI worked closely with the Archives to determine that the letter was both authentic and definitely Smithsonian's property.

The letter was written by Darwin to thank an American geologist, Dr. Ferdinand Vandever Hayden, for sending him copies of his research into the geology of the region that would become Yellowstone National Park.

The letter is in fairly good condition, in spite of being out of the care of trained museum staff for so long. "It was luckily in good shape," says Kapsalis, "and we just have to do some minor things in order to be able to unfold it. It has some glue on it that has colored it slightly, but nothing that will prevent us from using it. After it is repaired, we will take digital photos of it and that will be available online. One of our goals is to get items of high research value or interest to the public online."

It would now be difficult for an intern, visitor or a thief to steal a document like this. "Archiving practices have changed greatly since the 1970s," says Kapsalis, "and we keep our high value documents in a safe that I don't even have access to."

51. What happened to Darwin's letter in the 1970s?

- A. It was recovered by the FBI. B. It was stolen more than once.
- C. It was put in the archives for research purposes.
- D. It was purchased by the Smithsonian Archives.

52. What did the FBI do after the recovery of the letter?

- A. They proved its authenticity. B. They kept it in a special safe.
- C. They arrested the suspect immediately. D. They pressed criminal charges in vain.

53. What is Darwin's letter about?

- A. The evolution of Yellowstone National Park.
- B. His cooperation with an American geologist.
- C. Some geological evidence supporting his theory.
- D. His acknowledgement of help from a professional.

54. What will the Smithsonian Institution Archives do with the letter according to Kapsalis?

- A. Reserve it for research purposes only. B. Turn it into an object of high interest.
- C. Keep it a permanent secret. D. Make it available online.

55. What has the past half century witnessed according to Kapsalis?

- A. Growing interest in rare art objects. B. Radical changes in archiving practices.
- C. Recovery of various missing documents. D. Increases in the value of museum exhibits.

□□□

Passage One

Questions 46 to 50 are based on the following passage.

For thousands of years, people have known that the best way to understand a concept is to explain it to someone else. "While we teach, we learn," said Roman philosopher Seneca. Now scientists are bringing this ancient wisdom up-to-date. They're documenting why teaching is such a fruitful way to learn, and designing innovative ways for young people to engage in instruction.

Researchers have found that students who sign up to tutor others work harder to understand the material, recall it more accurately and apply it more effectively. Student teachers score higher on tests than pupils who're learning only for their own sake. But how can children, still learning themselves, teach others? One answer: They can tutor younger kids. Some studies have found that first-born children are more intelligent than their later-born siblings(□□□□). This suggests their higher IQs result from the time they spend teaching their siblings. Now educators are experimenting with ways to apply this model to academic subjects. They engage college undergraduates to teach computer science to high school students, who in turn instruct middle school students on the topic.

But the most cutting-edge tool under development is the "teachable agent" - a computerized character who learns, tries, makes mistakes and asks questions just like a real-world pupil. Computer scientists have created an animated(□□□) figure called Betty's Brain, who has been "taught" about environmental science by hundreds of middle school students. Student teachers are motivated to help Betty master certain materials. While preparing to teach, they organize their knowledge and improve their own understanding. And as they explain the information to it, they identify problems in their own thinking.

Feedback from the teachable agents further enhances the tutors' learning. The agents' questions compel student tutors to think and explain the materials in different ways, and watching the agent solve problems allows them to see their knowledge put into action.

Above all, it's the emotions one experiences in teaching that facilitate learning. Student tutors feel upset when their teachable agents fail, but happy when these virtual pupils succeed as they derive pride and satisfaction from someone else's accomplishment.

46. What are researchers rediscovering through their studies?

A. Seneca's thinking is still applicable today. B. Better learners will become better teachers.

C. Human intelligence tends to grow with age. D. Philosophical thinking improves instruction.

47. What do we learn about Betty's Brain?

A. It is a character in a popular animation. B. It is a teaching tool under development.

C. It is a cutting-edge app in digital games. D. It is a tutor for computer science students.

48. How does teaching others benefit student tutors?

A. It makes them aware of what they are strong at.

B. It motivates them to try novel ways of teaching.

C. It helps them learn their academic subjects better.

D. It enables them to better understand their teachers.

49. What do students do to teach their teachable agents?

- A. They motivate them to think independently.
 - B. They ask them to design their own questions.
 - C. They encourage them to give prompt feedback.
 - D. They use various ways to explain the materials.
50. What is the key factor that eases student tutors' learning?
- A. Their sense of responsibility. B. Their emotional involvement.
 - C. The learning strategy acquired. D. The teaching experience gained.

Passage Two

Questions 51 to 55 are based on the following passage.

A new batch of young women - members of the so-called Millennial(千禧) generation - has been entering the workforce for the past decade. At the starting line of their careers, they are better educated than their mothers and grandmothers had been - or than their young male counterparts are now. But when they look ahead, they see roadblocks to their success. They believe that women are paid less than men for doing the same job. They think it's easier for men to get top executive jobs than it is for them. And they assume that if and when they have children, it will be even harder for them to advance in their careers.

While the public sees greater workplace equality between men and women now than it did 20-30 years ago, most believe more change is needed. Among Millennial women, 75% say this country needs to continue making changes to achieve gender equality in the workplace, compared with 57% of Millennial men. Even so, relatively few young women (15%) say they have been discriminated against at work because of their gender.

As Millennial women come of age they share many of the same views and values about work as their male counterparts. They want jobs that provide security and flexibility, and they place relatively little importance on high pay. At the same time, however, young working women are less likely than men to aim at top management jobs: 34% say they're not interested in becoming a boss or top manager; only 24% of young men say the same. The gender gap on this question is even wider among working adults in their 30s and 40s, when many women face the trade-offs that go with work and motherhood.

These findings are based on a new Pew Research Center survey of 2,002 adults, including 810 Millennials (ages 18-32), conducted Oct. 7-27, 2013. The survey finds that, in spite of the dramatic gains women have made in educational attainment and labor force participation in recent decades, young women view this as a man's world - just as middle-aged and older women do.

51. What do we learn from the first paragraph about Millennial women starting their careers?

- A. They can get ahead only by striving harder.
 - B. They expect to succeed just like Millennial men.
 - C. They are generally quite optimistic about their future.
 - D. They are better educated than their male counterparts.
52. How do most Millennial women feel about their treatment in the workplace?
- A. They are the target of discrimination.
 - B. They find it satisfactory on the whole.
 - C. They think it needs further improving.
 - D. They find their complaints ignored.
53. What do Millennial women value most when coming of age?
- A. A sense of accomplishment.
 - B. Job stability and flexibility.
 - C. Rewards and promotions.
 - D. Joy derived from work.
54. What are women in their 30s and 40s concerned about?
- A. The welfare of their children.
 - B. The narrowing of the gender gap.
 - C. The fulfillment of their dreams in life.
 - D. The balance between work and family.
55. What conclusion can be drawn about Millennial women from the 2013 survey?
- A. They still view this world as one dominated by males.
 - B. They account for half the workforce in the job market.
 - C. They see the world differently from older generations.
 - D. They do better in work than their male counterparts.

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Passage One

Questions 46 to 50 are based on the following passage.

California has been facing a drought for many years now, with certain areas even having to pump freshwater hundreds of miles to their distribution system. The problem is growing as the population of the state continues to expand. New research has found deep water reserves under the state which could help solve their drought crisis. Previous drilling of wells could only reach depths of 1,000 feet, but due to new pumping practices, water deeper than this can now be extracted(). The team at Stanford investigated the aquifers() below this depth and found that reserves may be triple what was previously thought.

It is profitable to drill to depths more than 1,000 feet for oil and gas extraction, but only recently in California has it become profitable to pump water from this depth. The aquifers range from 1,000 to 3,000 feet below the ground, which means that pumping will be expensive and there are other concerns. The biggest concern of pumping out water from this deep is the gradual setting down of the land surface. As the water is pumped out, the vacant space left is compacted by the weight of the earth above.

Even though pumping from these depths is expensive, it is still cheaper than desalinating() the ocean water in the largely coastal state. Some desalination plants exist where feasible, but they are costly to run and can need constant repairs. Wells are much more reliable sources of freshwater, and California is hoping that these deep wells may be the answer to their severe water shortage.

One problem with these sources is that the deep water also has a higher level of salt than shallower aquifers. This means that some wells may even need to undergo desalination after extraction, thus increasing the cost. Research from the exhaustive study of groundwater from over 950 drilling logs has just been published. New estimates of the water reserves now go up to 2,700 billion cubic meters of freshwater.

46. How could California's drought crisis be solved according to some

researchers?

A) By building more reserves of groundwater.

B) By drawing water from the depths of the earth.

C) By developing more advanced drilling devices.

D) By upgrading its water distribution system.

47. What can be inferred about extracting water from deep aquifers?

A) It was deemed vital to solving the water problem.

B) It was not considered worth the expense.

C) It may not provide quality freshwater.

D) It is bound to gain support from the local people.

48. What is mentioned as a consequence of extracting water from deep underground?

A) The sinking of land surface. B) The harm to the ecosystem.

C) The damage to aquifers. D) The change of the climate.

49. What does the author say about deep wells?

A) They run without any need for repairs. B) They are entirely free from pollutants.

C) They are the ultimate solution to droughts. D) They provide a steady supply of freshwater.

50. What may happen when deep aquifers are used as water sources?

A) People's health may improve with cleaner water.

B) People's water bills may be lowered considerably.

C) The cost may go up due to desalination.

D) They may be exhausted sooner or later.

Passage Two

Questions 51 to 55 are based on the following passage.

The AlphaGo programs victory is an example of how smart computers have become.

But can artificial intelligence (AI) machines act ethically, meaning can they be honest and fair?

One example of AI is driverless cars. They are already on California roads, so it is not too soon to ask whether we can program a machine to act ethically. As driverless cars improve, they will save lives. They will make fewer mistakes than human drivers do. Sometimes, however, they will face a choice between lives. Should the cars be programmed to avoid hitting a child running across the road, even if that will put their passengers at risk? What about making a sudden turn to avoid a dog? What if the only risk is damage to the car itself, not to the passengers?

Perhaps there will be lessons to learn from driverless cars, but they are

not super-intelligent beings. Teaching ethics to a machine even more intelligent than we are will be the bigger challenge.

About the same time as AlphaGo's triumph, Microsoft's 'chatbot' took a bad turn. The software, named Taylor, was designed to answer messages from people aged 18-24. Taylor was supposed to be able to learn from the messages she received. She was designed to slowly improve her ability to handle conversations, but some people were teaching Taylor racist ideas. When she started saying nice things about Hitler, Microsoft turned her off and deleted her ugliest messages.

AlphaGo's victory and Taylor's defeat happened at about the same time. This should be a warning to us. It is one thing to use AI within a game with clear rules and clear goals. It is something very different to use AI in the real world. The unpredictability of the real world may bring to the surface a troubling software problem.

Eric Schmidt is one of the bosses of Google, which owns AlphaGo. He thinks AI will be positive for humans. He said people will be the winner, whatever the outcome. Advances in AI will make human beings smarter, more able and "just better human beings."

51. What does the author want to show with the example of AlphaGo's victory?

- A) Computers will prevail over human beings.
- B) Computers have unmatched potential.
- C) Computers are man's potential rivals.
- D) Computers can become highly intelligent.

52. What does the author mean by AI machines acting ethically?

- A) They are capable of predicting possible risks.
- B) They weigh the gains and losses before reaching a decision.
- C) They make sensible decisions when facing moral dilemmas.
- D) They sacrifice everything to save human lives.

53. What is said to be the bigger challenge facing humans in the AI age?

- A) How to make super-intelligent AI machines share human feelings.
- B) How to ensure that super-intelligent AI machines act ethically.
- C) How to prevent AI machines doing harm to humans.
- D) How to avoid being over-dependent on AI machines.

54. What do we learn about Microsoft's "chatbot" Taylor?

- A) She could not distinguish good from bad.
- B) She could turn herself off when necessary.
- C) She was not made to handle novel situations.
- D) She was good at performing routine tasks.

55. What does Eric Schmidt think of artificial intelligence?

- A) It will be far superior to human beings.
- B) It will keep improving as time goes by.
- C) It will prove to be an asset to human beings.
- D) It will be here to stay whatever the outcome.



Passage One

Questions 46 to 50 are based on the following passage.

Roughly the size of a soda can, sitting on a bookshelf, a relatively harmless gadget may be turning friends away from your home. The elephant in your living room is your Internet-connected security camera, a device people are increasingly using for peace of mind in their homes. But few stop to think about the effect these devices may have on house guests. Should you tell your friends, for instance, that they're being recorded while you all watch the big game together?

"It's certainly new territory, especially as home security cameras become easier to install," says Lizzie Post, president of the Emily Post Institute, America's foremost manners advisors. "I think it will be very interesting to see what etiquette(□□) emerges in terms of whether you tell people you have a camera or not, and whether guests have a right to ask that it be turned off, if it's not a security issue."

Post wants to make clear that she's not talking about legal rights, but rather personal preferences. She also wants to explain that there are no right or wrong answers regarding manners on this front yet, because the technology is just now becoming mainstream. Besides, the Emily Post Institute doesn't dictate manners.

When it comes to security cameras, Post says it's a host's responsibility to make sure guests feel comfortable within their home. "I'm always a fan of being open and honest." For instance, if the host casually acknowledges that there is a camera in the room by telling a story about it, that may be enough to provide an opening for a guest to say if they are uncomfortable.

However, if a contractor is working in your home, you don't need to tell them that there are cameras watching. Then again, the air of accountability that the camera generates can also work in contractors' favor. "If anything does go wrong while they're in the house, they don't want to be blamed for it," she says. "In fact, the camera could be the thing that proves that they didn't steal the \$20, or knock the vase off the table."

46. For what reason may your friends feel reluctant to visit your home?

- A) The security camera installed may intrude into their privacy.
- B) They don't want their photos to be circulated on the Internet.
- C) The security camera may turn out to be harmful to their health.

- D) They may not be willing to interact with your family members.
47. What does Lizzie Post say is new territory?
- A) The effect of manners advice on the public.
B) Cost of applying new technologies at home.
C) The increasing use of home security devices.
D) Etiquette around home security cameras.
48. What is Lizzie Post mainly discussing with regard to the use of home security cameras?
- A) Legal rights. B) Moral issues.
C) Likes and dislikes of individuals. D) The possible impact on manners.
49. What is a host's responsibility regarding security cameras, according to Lizzie Post?
- A) Making their guests feel at ease. B) Indicating where they are.
C) Turning them off in time. D) Ensuring their guests' privacy.
50. In what way can the home security camera benefit visitors to your home?
- A) It can satisfy their curiosity. B) It can prove their innocence.
C) It can help them learn new technology. D) It can make their visit more enjoyable.

Passage Two

Questions 51 to 55 are based on the following passage.

PepsiCo is to spend billions of dollars to develop drinks and snacks and reformulate existing ones with lower sugar, salt and fat, as consumers demand healthier options and regulatory pressure intensifies amid an obesity epidemic(□□□).

The maker of Mountain Dew and Gatorade has been one of the earlier movers in the industry to offer products with reduced levels of unhealthy ingredients - PepsiCo claims a packet of its chips now contains less salt than a slice of white bread. However, its new 10-year plan makes clear it believes it still has a long way to go.

Shifting eating habits, including a sharp drop in consumption of sparkling drinks, have forced radical change on the industry. But those shifts have yet to be reflected in record obesity levels, which stand at 36.5% overall in the US.

Indra Nooyi, PepsiCo chairman, said the plan to make its products healthier was important for the company's growth. But on the subject of obesity, she pointed out that consumers' lifestyles have changed significantly, with many people being more sedentary(□□□□□) not least because more time is spent in front of computers. She said PepsiCo's contribution was to produce healthier snacks that still tasted good.

"Society has to change its habits," she added. "We can't do much to alter sedentary lifestyles, but we can provide consumers with great-tasting products, low in salt, sugar and fat. In the past we had to have a taste trade-off. But we're breaking that trade-off."

PepsiCo's plan for its foods and drinks is based on guidelines from the World Health Organisation, which last week backed using taxes on sparkling drinks to reduce sugar consumption. Initiatives also include efforts to reduce its environmental impact, water consumption and materials used in packaging by 2025.

PepsiCo did not say exactly how much it planned to invest to reach its goals. However, Dr Mehmood Khan, chief scientific officer, said the company had doubled research and development spending in the past five years and was "committed to sustaining investment", adding that companies cannot cost-cut their way to increasing sales. PepsiCo's research and development budget in 2015 was \$754 million.

51. Why is PepsiCo making a policy change?

- A) To win support from the federal government.
- B) To be more competitive in the global market.
- C) To satisfy the growing needs for healthy foods.
- D) To invest more wisely in the soft drink industry.

52. What does PepsiCo think it will have to do in the future?

- A) Invest more to develop new snacks.
- B) Reduce levels of obesity in the US.
- C) Change consumers' eating habits.
- D) Keep on improving its products.

53. Why does PepsiCo plan to alter its products, according to Indra Nooyi?

- A) To ensure the company's future development.
- B) To adapt to its customers' changed taste.
- C) To help improve its consumers' lifestyles.
- D) To break the trade-off in its product design.

54. What does Indra Nooyi say about the obesity epidemic?

- A) It is mainly caused by overconsumption of snacks.
- B) It results from high sugar and salt consumption.
- C) It is attributable to people's changed lifestyles.
- D) It has a lot to do with longer working hours.

55. What has PepsiCo been doing to achieve its objective?

- A) Studying WHO's guidelines.
- B) Increasing its research funding.
- C) Expanding its market overseas.
- D) Cutting its production costs.

Passage One

Questions 46 to 50 are based on the following passage.

The latest in cat research reveals that the lovely animal seems to have a basic grasp on both the laws of physics and the ins and outs of cause and effect.

According to a newly published study, cats seem to be able to predict the location of hiding prey(□ □) using both their ears and an inborn(□ □ □) understanding of how the physical world works.

In a recent experiment, Japanese researchers taped 30 domestic cats reacting to a container that a team member shook. Some containers rattled(□ □ □); others did not. When the container was tipped over, sometimes an object fell out and sometimes it didn't.

It turns out that the cats were remarkably smart about what would happen when a container was tipped over. When an object did not drop out of the bottom of a rattling container, they looked at it for a longer time than they did when the container behaved as expected.

"Cats use a causal-logical understanding of noise or sounds to predict the appearance of invisible objects," lead researcher Saho Takagi says in a press release. The researchers conclude that cats' hunting style may have developed based on their common-sense abilities to infer where prey is, using their hearing.

Scientists have explored this idea with other endearing creatures: babies. Like cats, babies appear to engage in what's called "preferential looking" - looking longer at things that are interesting or unusual than things they perceive as normal.

When babies' expectations are violated in experiments like the ones performed with the cats, they react much like their animal friends. Psychologists have shown that babies apparently expect their world to comply with the laws of physics and cause and effect as early as two months of age.

Does the study mean that cats will soon grasp the ins and outs of cause and effect? Maybe, okay, so cats may not be the next physics faculty members at America's most important research universities. But by demonstrating their common sense, they've shown that the divide between cats and humans may not be that great after all.

46. What do we learn from a newly published study about cats?

- A) They can be trained to understand the physical world.
- B) They know what kind of prey might be easier to hunt.

- C) They have a natural ability to locate animals they hunt.
D) They are capable of telling which way their prey flees.
47. What may account for the cats' response to the noise from the containers?
A) Their inborn sensitivity to noise. B) Their unusual sense of direction.
C) Their special ability to perceive. D) Their mastery of cause and effect.
48. What is characteristic of the way cats hunt, according to the Japanese researchers?
A) They depend on their instincts. B) They rely mainly on their hearing.
C) They wait some time before attack. D) They use both their ears and eyes.
49. In what way do babies behave like cats?
A) They focus on what appears odd. B) They view the world as normal.
C) They do what they prefer to do. D) They are curious about everything.
50. What can we conclude about cats from the passage?
A) They have higher intelligence than many other animals.
B) They interact with the physical world much like humans.
C) They display extraordinarily high intelligence in hunting.
D) They can aid physics professors in their research work.

Passage Two

Questions 51 to 55 are based on the following passage.

Imagine you enter a car with no steering wheel, no brake or accelerator pedals(踏板). Under a voice-activated command, you say an address. "The fastest route will take us 15.3 minutes. Should I take it?" You say "yes" and you are on your way. The car responds and starts moving all by itself. All you have to do is sit back and relax.

How weird would it be if, one day in the future, everyone had such a car. No crazy driving, no insults, no cutting in; traffic laws would be respected and driving much safer. On the other hand, imagine the cost savings for local police enforcement and town budgets without all those speeding and parking tickets.

A new technology has the potential to change modern society in radical ways. There's no question that self-driving vehicles could be an enormous benefit. The potential for safer cars means accident statistics would drop: some 94% of road accidents in the U.S. involve human error. Older drivers and visually-or physically-impaired people would gain a new level of freedom. Maintaining safe speeds and being electric, self-driving cars would drastically reduce pollution levels and dependency on non-renewable fuels. Roads would be quieter, people safer.

But we must also consider the impact of the new technology on those who now depend on driving for their livelihoods. According to the U.S. Department

of Labor, in May 2015 there were 505,560 registered school bus drivers. The American Trucking Association lists approximately 3.5 million professional truck drivers in the U.S.

The companies developing self-driving vehicles should be partnering with state and federal authorities to offer retraining for this massive workforce, many of whom will be displaced by the new technology. This is similar to what's happening in the coal and oil industries, a situation that fuels much of the current political discontent in this country.

New technologies will, and should, be developed. This is how society moves forward. However, progress can't be one-sided. It is necessary for the companies and state agencies involved to consider the ethical consequences of these potential changes to build a better future for all.

51. What would be the impact of the extensive use of driverless cars?

- A) People would be driving in a more civilized way.
- B) It would save local governments a lot of money.
- C) More policemen would be patrolling the streets.
- D) Traffic regulations would be a thing of the past.

52. How would the elderly and the disabled benefit from driverless cars?

- A) They could enjoy greater mobility.
- B) They would suffer no road accidents.
- C) They would have no trouble driving.
- D) They could go anywhere they want.

53. What would be the negative impact of driverless cars?

- A) The conflicts between labor and management intensify.
- B) The gap between various sectors of society would be widened.
- C) Professional drivers would have a hard time adapting to new road conditions.
- D) Numerous professional drivers would have to find new ways of earning a living.

54. What is the result of the introduction of new technologies in energy industries?

- A) Political dissatisfaction.
- B) Retraining of employees.
- C) Fossil fuel conservation.
- D) Business restructuring.

55. What does the author suggest businesses and the government do?

- A) Keep pace with technological developments.
- B) Make new technologies affordable to everyone.
- C) Enable everyone to benefit from new technologies.
- D) Popularize the use of new technologies and devices.



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